DOCUMENT RESUME

ED 395 752 RC 020 644

TITLE	Gender Equity. IDRA Focus.
INSTITUTION	Intercultural Development Research Association, San Antonio, Tex.
REPORT NO	ISSN-1069-5672
PUB DATE	Mar 96
NOTE	17p.; Photographs may not reproduce adequately.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	IDRA Newsletter; v23 n3 Mar 1996
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Advocacy; Bilingual Education; Elementary Secondary Education; *Equal Education; *Females; Hispanic Americans; Mathematics Education; *Mexican American Education; Public Schools; Science Education; *Sex Fairness; *Sexual Harassment; Teacher Education; Women Administrators; *Womens Education
IDENTIFIERS	*Gender Issues; League of United Latin American Citizens; Montemayor (Alice D); Texas

ABSTRACT

This newsletter includes five articles on gender equity and related issues in education, with particular reference to the education of Hispanic girls. "IDRA's MIJA Program Expands" (Aurora Yanez-Perez) describes a program for sixth-grade Hispanic girls that promotes awareness of science- and math-related careers, provides training in science and mathematics skills and test-taking techniques, and fosters involvement of parents and local businesses. "Women in Education Fields" (Linda Cantu) compares the percentages of men and women who were Texas public school teachers and administrators in 1985-86 and 1994-95. "Administrator's Alert: Sexual Harassment Is Everybody's Business" (Bradley Scott) outlines the legal responsibilities of school administrators in dealing with sexual harassment. An excerpt from a U.S. Department of Education brochure advises students on actions to take when confronted with sexual harassment, grievance procedures, and appropriate responses and prevention measures by institutions. "Achieving Gender Equity in Multicultural Bilingual Education: A Review of 'ESL: The Whole Person Approach'" (Adela Solis) reviews a guide for teacher trainers that promotes equity in education for Spanish-speaking girls. The guide demonstrates how sex equity can be addressed within elementary bilingual and ESL programs using concepts of the whole person approach. "Alice Dickerson Montemayor's Feminist Challenge to LULAC in the 1930s" (Cynthia E. Orozco) describes Montemayor's advocacy for the participation of women and youth in the League of United Latin American Citizens, a Mexican American civil rights organization. Includes a list of World Wide Web sites and other on-line resources on gender equity. (SV)

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INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

IDRA Newsletter

IDRA FOCUS:
GENDER EQUITY

ISSN 1069-5672 Volume XXIII, No. 3 March 1996

ED 395 752

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RC 020644

IDRA's MIJA Program Expands

Aurora Yáñez-Pérez, M.A.

Throughout their school experience, girls consistently rate their intellectual abilities lower than boys, despite the fact that girls generally get better grades and score higher on most aptitude tests (Sadker and Sadker, 1994). Early in their school years, girls come to believe that engineering, science and mathematics are closely identified with the male role and avoid these courses. This phenomenon of science and math avoidance closes off their chances for future career choices and diminishes their earning potential.

To reverse these trends, the IDRA *Engineering, Science and Mathematics Increases Job Aspirations* (ES-MIJA) program has identified 60 Hispanic girls in the sixth grade who have not made plans to pursue higher level courses in science or mathematics. The goal is to increase the opportunities of Hispanic girls by increasing their awareness of science- and math-related careers and by encouraging their enrollment in advanced mathematics courses with an introduction to engineering. Specific program goals for this school-year and summer include:

- Increase the knowledge and skills of Hispanic sixth grade girls in science and mathematics.
- Increase the level of awareness that Hispanic sixth grade girls have about science- and math-related careers.
- Provide training and technical assistance to school personnel on gender equity and student achievement.
- Develop the competencies of parents of Hispanic girls on providing academically related encouragement and support.

The program, funded by the National Science Foundation, includes instructional, training and support components. The instructional component involves the development of creative lessons, experiences and projects to increase the girls' interest and skills in the subjects of mathematics and science. This gives the participants techniques for decreasing math and test-taking anxiety through explicit teaching and verbalization of math operations, including logical reasoning. In addition, opportunities are provided for the participants to visit and see first-hand the career opportunities associated with mathematics and science.

In training on math and science for girls, gender equity and school achievement, teachers receive information on the relationship between teacher interaction and feedback to students and their achievement.

The support component identifies sources of support from various segments of the community, including the business sector and parents. Business professionals are asked to visit the classroom to make presentations. Parents receive training linking math and science skills, career choices and income. They also learn communication techniques for providing encouragement and support to their daughters.

The ES-MIJA program is an expansion of IDRA's MIJA program funded by the U.S. Department of Education in previous years. Based on IDRA experience with the MIJA program, the following outcomes are expected:

- Increased awareness of science and math career possibilities to which the girls are not normally exposed.
- Unique opportunities for young girls to

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The Intercultural Development Research Association *(IDRA)* is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity. The *IDRA Newsletter* (ISSN 1069-5672, copyright © 1996) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

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Popularized in the early 1970s by author Thomas Kuhn, "paradigms" are our models or patterns of reality, shaped by our understanding and experience into a system of rules and assumptions about the world around us. The call for restructuring in education, emerging from a profound sense that education is not working for all children, requires a transformation in how we see schools, students, and their families. If we are to find a new and equitable vision of what education can and should be, new lenses are required to change the way we look at schools and the populations in them – as demonstrated by our "Now" thinkers below.

THAT IS THEN . . . *THIS IS NOW...*

"Our schools are not guilty of gender bias, and girls are not victims of discrimination."

- Diane Ravitch, assistant secretary of education in the Bush administration, 1993

"Science is the male intellect: the active, knowing subject; its relationship to nature – the passive object of knowledge, the untamed – is one of manipulation, control and domination; it is the relationship of man to woman, of culture to nature."

- Ruth Bleir, 1984. Quoted in *Analyzing Gender*, 1987

"I shall write little about female inventors...most of our inventors are of the male sex. Why is the percentage [of women] so low? I am sure I don't know, unless the good Lord intended them to be mothers. I, being old-fashioned, hold that they are creative enough without also being 'inventive.' They produce the inventors and help rear them, and that should be sufficient."

- C.D. Tuska, Director of RCA Patent Operations, 1957

"An inquiry into abstract truths, into the principles and axioms of sciences that render our ideas more general, is not the province of women."

- Jean-Jacques Rousseau, philosopher and social and political theorist, Eighteenth Century. Quoted in *Mothers of Invention*, 1987

"The male experience is the standard not only in education but, more generally, in all of public policy. We must change the culture of schools – and the curriculum – to reflect both women's and men's perspectives."

- Nel Noddings, "The Gender Issue," *Educational Leadership*, December-January, 1991-92

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

- Preamble to Title IX, 1972

"There are still too many people who say 'boys will be boys.' If no one teaches boys that harassment is wrong, why should they stop harassing women as adults?"

- Leslie Wolfe, Center for Women Policy Studies, 1992

"Few would consider boys 'miseducated,' but gender bias is a two-edge sword. Girls are shortchanged, but males pay a price as well. While boys rise to the top of the class, they also land at the bottom. Labeled as problems in need of special control or assistance, boys are more likely to fail a course, miss promotion, or drop out of school. Prone to take risks, they jeopardize not only their academic future but their lives as they dominate accident, suicide and homicide statistics."

- Dr. Myra Sadker and Dr. David Sadker in *Failing at Fairness: How America's Schools Cheat Girls*, 1994

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Women in Education Fields

Linda Cantu, M.A.

Employment for men and women in the United States has traditionally been divided by gender. For the most part, men have dominated the fields of architecture, engineering, law and most areas of management and administration. Women, traditionally, are found in the "helping fields" such as nursing, social work and teaching.

Historically, there were occupations from which women were excluded because of their sex. The passage of Title IX of the Education Amendments Act of 1972 outlawed discrimination in the area of sex:

> Title IX stipulates that no person in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance.

In the 1990s, we know that males and females are found in all types of careers and all levels of management and administration, but, even today, men and women predominate in certain careers. Title IX has had a significant effect in creating opportunities for women in all areas, but particularly in the area of education.

Where We Have Been

Public education is one area where women can be found in large numbers. Overall, they have dominated the teaching profession. Still, they comprise only a small percentage of administrative and management positions in public schools in Texas. In the highest administrative position in public schools in Texas, that of superintendent, their representation has been minuscule.

Some facts about women and men in public schools in the 1980s include:

- *Women represented the major number of employees in public education in Texas.* According to the Texas Education Agency (TEA), of the 236,323 employees in public education in the state of Texas in 1985-86, 77 percent were women.
- *The majority of female teachers in public school were found in early childhood and elementary schools.* TEA reports that, of the 83,028 teachers that made up pre-kindergarten, kindergarten and elementary schools, 92 percent were women in 1985-86.
- *A small number of men were employed in public education. Of those employed as teachers, most were found in secondary schools.* Of the 236,323 employees found in public education in 1985-86, 23 percent were men. Of the 23 percent males who were working in public schools, 59 percent were found in secondary schools. Males made up 44 percent of all secondary teachers.
- *Most administrators in public education were male. All superintendents were male.* Of the 13,611 administrators in public education, 71 percent were male. (Public school administrators include instructional officers, principals, assistant superintendents and superintendents.) Of the 1,039 superintendents in 1985-86, 98 percent were male.

Where We Are Now

Although, there have been changes for women in the area of leadership and management in public schools, what still holds true about public education is that, while women dominate the field, they hold few leadership positions.

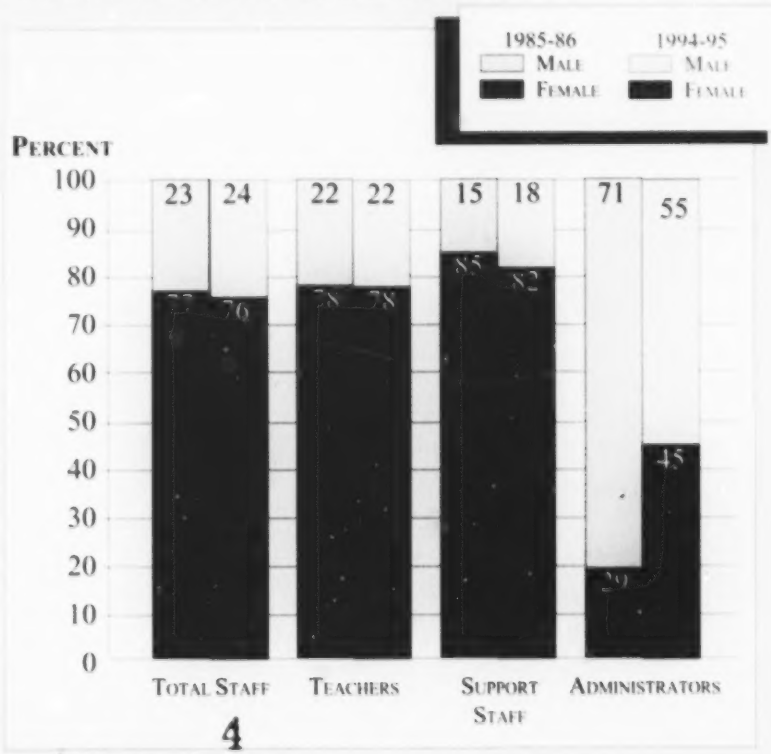
Twenty-three years have transpired since the passage of Title IX of the Education Amendment Act. Statistics for 1994-95 show that in the past 10 years there has been progress for women in the area of administrative and leadership positions in Texas public schools.

The number of women in public education in Texas has stayed relatively the same while the number of administrators has shown a significant increase.

In 1985-86, women comprised 77 percent of the public school workforce but only 29 percent of its leadership positions. In 1994-95, 76 percent of women constituted the workforce, and *women held 45 percent of the administrative positions in Texas public schools.*

Women in Education - *continued on page 4*

Texas Public School Employment by Gender for 1985-86 and 1994-95



Source: Texas Education Agency

ADMINISTRATOR'S ALERT
SEXUAL HARASSMENT IS EVERYBODY'S BUSINESS

Bradley Scott, M.A.

It was in October 1995 that the U.S. District Court for Western Missouri ruled that a school district has a duty to take affirmative action to prevent sexual harassment of students by other students under Title IX. The court ruled that Title VII of the 1964 Civil Rights Act governing Equal Employment Opportunity and the standards established along with it regarding "hostile environment" should be used to determine whether or not there was intentional discrimination under Title IX of the Educational Amendments of 1972 in matters of student-to-student sexual harassment. In such cases, if a student can show that the district or campus administrator knew about the hostile environment and took insufficient remedial action to correct the matter, he or she can be held liable, taken to court and possibly made to pay damages.

School districts throughout the region are becoming increasingly concerned about their responsibilities under the law regarding sexual harassment. Are they liable to protect students against sexual harassment? Can they be sued? Will they have to pay damages if it is found that they failed to take corrective action where they had knowledge that a hostile environment existed? Can principals be sued? Should districts take out liability insurance for campus administrators? Should campus administrators bear the burden of damages as a part of the responsibility they take on when they assume principalships? These and many more questions are arising from districts throughout IDRA's Desegregation Assistance Center – South Central Collaborative (DAC-SCC) service area.

IDRA has provided assistance to school districts in developing comprehensive approaches to raise awareness about peer-to-peer sexual harassment (see Penny-Velázquez, 1995). In January of this year, IDRA's DAC-SCC conducted three days of staff development for a school district on sexual harassment. The sessions were designed to help administrators, particularly principals, to understand their responsibilities under the law regarding sexual harassment. We provided training to more than 120 principals, assistant principals and key administrative personnel on a wide range of subjects under the topic.

For this, we used a three-part training series, *Sexual Harassment: Minimize the Risk*, developed by the law offices of Mary Jo McGrath as a basis for conducting the training (1993). The session was intended to raise the awareness of administrators to their responsibilities under the Civil Rights Act, 1964, Title IX of the Educational Amendments of 1972, the Fourteenth Amendment of the U.S. Constitution and applicable litigation.

The session provided the participants with definitions of sexual harassment, information on the two types of sexual harassment (*quid pro quo* and *hostile environment*), the legislation that governs sexual harassment, a discussion and review of liability and responsibility under the law, procedures for identifying whether or not a hostile environment exists, steps for correcting a hostile environment, procedures for conducting sexual harassment investigations at the campus level, and procedures for creating a report of findings.

It was surprising to many administrators that principals may be held liable if a student can prove the following:

- The school official received *notice of a pattern* of improper acts committed by the teacher or employee,
- The school official *demonstrated deliberate indifference* to or tacit authorization of the offensive acts,
- The school official *failed to take sufficient remedial action*, and
- Such failure proximately *caused injury* to the student (McGrath, 1993).

The session provided the administrators with school-based examples and activities to help them practice identifying and responding to sexual harassment charges between students, between staff and students, and between employees. The training videos, activities and handouts equipped the administrators with practical tools they could implement immediately to ensure that they minimized the risk of maintaining a sexually hostile environment on their campuses.

Because the area of sexual harassment is a quickly changing and evolving area, due to the extensive litigation that is currently taking place in the courts, it was clear to the administrators that they need a way to ensure they are protecting the civil rights of students on their campuses and to protect themselves from liability. Mary Jo McGrath offers the following five recommendations:

- Have written policies that prohibit harassment and clearly outline a responsive, prompt complaint procedure.
- Provide on-going education for students and staff that goes beyond perfunctory treatment of sexual harassment and that sensitizes employees and students to problems of harassment.
- Conduct prompt, thorough investigations of claims without retaliation toward the complaintant(s).
- Promptly report matters of suspected child abuse.
- Establish and implement appropriate consequences if allegations of harassment are substantiated.

Responding to sexual harassment is everybody's business. Students, staffs, administrators and parents all have a part to play. If schools are going to protect the rights of students regarding sexual harassment and the law, they must carry out their duties to train, to investigate, to remedy and to monitor. Anything short of that is criminal.

The IDRA Desegregation Assistance Center - South Central Collaborative provides various services to schools and districts on dealing with sexual harassment in public schools. These include training on sexual harassment, on creating a non-hostile environment, and on sexual harassment and the law as well as assistance in selecting materials that are free from gender bias and

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Sexual Harassment: It's Not Academic

The Desegregation Assistance Center – South Central Collaborative (DAC-SCC) has received many inquiries about sexual harassment in schools among students, between staff and students, and among staff. Sexual harassment in the work or school setting is illegal. Many questions abound about what to do when it occurs, what the legal responsibilities of schools are, and what students should do when they find themselves victims of it. As a way of continuing to help to provide clarity on the issue, the following article is reprinted from a pamphlet that is readily available from the Office for Civil Rights and that answers some commonly asked questions. School districts needing assistance with responding to sexual harassment should feel free to use this information to begin to address local concerns and should not hesitate to request IDRA DAC-SCC technical assistance and training services to address such matters.

In matters of sexual harassment and discrimination, an ounce of prevention is truly worth a pound of cure. District personnel who take a pro-active posture about these issues can save themselves time, energy and even money. More importantly, in being pro-active, they position themselves to be ready to respond appropriately when, and if, a problem does arise. They also position themselves to better ensure the protection of the civil rights of children in schools. The following is reprinted from the brochure, "Sexual Harassment: It's Not Academic," by the U.S. Department of Education, Office for Civil Rights (August 1984).

Sexual harassment of students is a *real* and increasingly visible problem of serious consequence in education. A sexual harassment experience can affect all aspects of a student's life: it can threaten a student's emotional well-being, impair academic progress and even inhibit the attainment of career goals.

Most sexual harassment incidents involve a male harasser and a female victim, although there have been several reported cases involving female harassers and male victims as well as same-sex harassment. Other forms of discrimination, such as that based on race, may be combined with an incident of sexual harassment and further compound the severity of its effect and the difficulty of its resolution. Whatever the circumstances, academic institutions must address the problem in order to ensure all students a just and equal learning opportunity.

Questions and Answers about Sexual Harassment of Students

Question: *What is an institution's legal responsibility to respond to allegations of sexual harassment?*

Answer: The responsibility is the same as it would be for any other sex discrimination complaint filed under Title IX. An institution can either utilize its general grievance procedure, required by Section 106.8 of the Title IX regulation, or develop and implement special procedures for handling sexual harassment allegations. Given the especially sensitive nature of this form of sex discrimination, some institutions have opted for the latter course of action and/or have instituted specific training in handling these cases.

Question: *What can a student who is confronted by sexual harassment do?*

Answer: There are many courses of action that a student can take in response to a sexual harassment experience. They include seeking advice informally, requesting third-party intervention, filing a formal complaint. For example, a student can do one or more of the following:

- Tell the harasser (in person or by letter *and* when it is reasonably certain that such action will not jeopardize the student's personal safety, academic status or professional future) that the behavior is neither humorous nor welcome and should cease immediately.
- Seek support from a friend, colleague or counselor.
- Keep a written record, documenting, as precisely as possible, what happened, when it took place, the names of witnesses, if any, the student's response, and any other information that may be helpful later.
- Find out whether other students and/or employees have also been harassed and whether they could offer corroborating testimony.
- Seek advice on how to deal with the situation from a supportive and knowledgeable person.
- Find out what the campus grievance process is and discuss the options with an advisor and/or friend.
- File a complaint with the institution and/or with the Office for Civil Rights (OCR).

Question: *How does the grievance process work?*

Answer: There are many types of grievance procedures. Thus, it is difficult to describe the specific steps that would occur if a student decided to take action following a sexual harassment experience.

An exemplary procedure would provide the student with a variety of sources of initial, confidential and informal consultation concerning the incident(s), without committing the individual to the formal act of filing a complaint with its required subsequent investigation and resolution. Following informal consultation, a student could then decide whether to:

- do nothing (rarely recommended);
- take personal action (such as a letter to the harasser);
- request informal third-party mediation; or
- file a grievance which initiates formal investigation and resolution of a complaint.

Title IX mandates that all such complaints be investigated and resolved in a "prompt and equitable" manner. In some procedures, a single individual conducts the investigation; in others, it is accomplished by committee.

Investigating sexual harassment complaints often requires inquiries into interpersonal relations and may also involve professional ethics, behavior and judgement. Awareness of and sensitivity to the potentially negative effect on the lives and careers of both parties involved is of great importance in handling an investigation. While it is impossible to *guarantee* both parties' protection against potential embarrassment or reprisal, efforts

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should be made to do so. Where there is evidence to substantiate a charge of sexual harassment, the institution must take immediate action to stop and prevent further harassment, as well as initiate appropriate remedial measures.

Question: How does a student file an OCR complaint?

Answer: The OCR complaint procedure is initiated by a letter to the OCR regional office serving the Department of Education administrative region where the school is located. The letter should include the name, address and daytime telephone number of the student and provide the date(s) of, and sufficient information about, the alleged incident(s) so that OCR can understand the nature of the complaint.

The complaint should be filed within 180 days from the last date of the alleged discrimination, unless the time for filing is extended by the responsible department official or designee. As a policy, OCR does not reveal the names or other identifying information about an individual unless it is necessary for the completion of an investigation or for enforcement activities against an institution that violates the law. OCR never reveals to an institution under investigation the identity of the person who filed the complaint, unless the person first gives OCR written consent to do so.

A student is not required by law to utilize the institutional grievance procedure before filing a complaint with OCR. However, in some institutions, filing a complaint with OCR precludes any further use of the institutional grievance procedures. Thus, a student does need to know what, if any, impact this action will have on utilizing or continuing the institutional grievance process.

Question: Why should a student report a sexual harassment experience?

Answer: The impact of sexual harassment on a student's educational progress and/or attainment of future goals can be significant and should not be underestimated. As a result of a sexual harassment experience, a student may, for example:

- receive an undeserved grade in a critical course;
- have to seek a new academic advisor;
- find it necessary to choose a new thesis topic;
- drop out of a chosen field of study;
- transfer to another school;
- be unable to obtain customary job referrals and references; and
- experience adverse emotional effects.

Harassing behavior, if ignored or not reported, is likely to continue and become worse rather than "go away." In addition, unless a sexual harassment experience is reported, the institution cannot take remedial action.

Question: What is the best way for an institution to deal with sexual harassment?

Answer: The Title IX regulation requires institutions to adopt and publish grievance procedures that provide for the prompt and equitable resolution of sex discrimination complaints. To comply with the requirement, an institution must:

- ensure that its Title IX grievance procedure is suitable and adequate for dealing with sexual harassment complaints and that the school is responsive to the rights of all parties involved; and
- ensure that the grievance procedure is publicized and accessible to the entire academic community.

In addition to responding to incidents that have already occurred, steps could be taken to prevent sexual harassment. To help prevent sexual harassment, an institution could:

- issue and disseminate an explicit statement that affirms its position that sexual harassment is a violation of institutional policy and will not be tolerated;
- develop and adopt a working definition that identifies conduct that would be considered harassment; and
- develop methods to inform new administrators, faculty and students of the institution's sexual harassment policy and grievance procedures.

In the final analysis, adoption of strong preventive measures is the best way to confront sexual harassment. Additionally, the Supreme Court has affirmed the right of an individual to pursue private legal action under Title IX. In the event of a lawsuit, previously instituted preventive measures may also serve to reduce institutional liability resulting from acts of sexual harassment.

Women in Education *- continued from page 3*

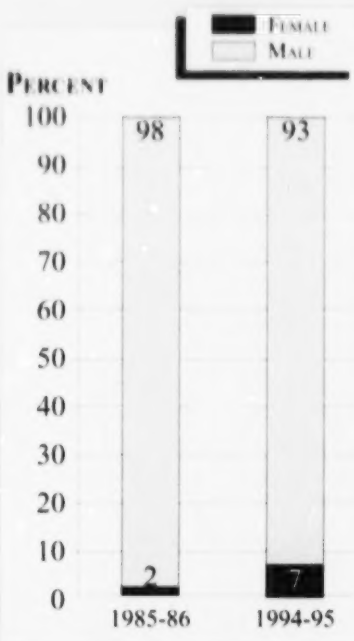
For the superintendency, the top leadership position in Texas public schools, very little change has taken place. In 1985-86, 2 percent of the superintendents were female; *in 1994-95, 7 percent of the superintendents were female.*

In comparing 1994-95 statistics to the earlier figures about males and females in public education, most observations continue to be true. Women still dominate public schools and still make up the larger percentage of teachers and support staff positions. Males still dominate the highest leadership positions in public schools.

Optimistically, women represent almost half of all administrative positions in public schools in the state of Texas. It took 10 years for women to increase from 29 percent of administrative positions to 45 percent of administrative positions. Hopefully, by the new millennium – only four years away – women will also represent more of the superintendent positions in the state of Texas.

Linda Cantu is a research associate in the IDRA Division of Research and Evaluation.

SUPERINTENDENTS BY GENDER FOR 1985-86 AND 1994-95



Source: Texas Education Agency

Achieving Gender Equity in Multicultural Bilingual Education: A Review of ESL: The Whole Person Approach

Adela Solís, Ph.D.

Equity in education is achieved, in part, by removing barriers to the linguistic, cultural and educational development of minority children (Ramsey and Lopez, 1989). Equity in education programs are facilitated, to a large extent, by civil rights laws and legal mandates that deny discriminatory action against students. For example, the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color and national origin. The Women's Educational Equity Act (Title IX of the Education Amendments) of 1972 prohibits discrimination on the basis of gender. These initiatives are guided at the most fundamental level by humanistic theory and principles, such as the *whole person approach* which embraces the goal of making children develop as humanistic and whole individuals and accomplishing this by having them live and learn in such an environment (Curran, 1972).

ESL: The Whole Person Approach is a guide for teacher trainers that concerns itself with promoting equity in education for minority girls of Spanish-speaking backgrounds. An underlying premise of the book is that, although protection against gender discrimination has existed for more than 20 years, the goal of providing equal educational opportunity to young minority females lags behind other equity efforts. This might be due to a common assumption that these girls' rights are protected, and thus their needs served by virtue of their being a member of *another* protected group. For example, Black girls benefit from equity efforts under race desegregation and Hispanic girls benefit from equity efforts for national origin desegregation.

History and experience has demonstrated, however, that, girls not only *do not* benefit from remedies designed for their minority group's relief, but that, in fact, practices within the programs tend to ignore, deprive and even harm them (Melville, 1980). Exacerbating this problem is the persistence of sex-role behaviors that are carried into the classroom and are based on belief systems within the cultural group that are blind to the effects of these behaviors on girls' ability to fulfill their educational aspirations.

In the book, the authors note the existence of this phenomenon especially within multicultural bilingual education and ESL programs. They point out that gender equity efforts exist alongside other equity initiatives, but they often do not touch each other. The authors are of the opinion that these efforts should be integrated to achieve maximum equal educational opportunity benefits for all minority group members. "A final frontier in the process [of achieving equity] is the barrier of sexism" (Ramsey and Lopez, 1989).

Gender equity efforts exist alongside other equity initiatives, but they often do not touch each other.

The central purpose of the guide, then, is to demonstrate how sex equity can be addressed within elementary bilingual and ESL programs utilizing concepts of the *whole person approach*. The target audience is trainers of teachers of limited-English-proficient (LEP) students in elementary schools. Although written in 1989, the book is not prevalent in teacher training literature or in bilingual, multicultural literature. Yet, studies show that girls in schools today are still lacking in educational opportunities that lead to learning motivation and career aspirations. This can be seen particularly in the absence of individualism in girls' writing responses (Cleary, 1996). It is also seen in their absence in programs of math and science, as has been documented in IDRA's gender equity work.

Also, the curricula does not sufficiently address female images and role models that are key in girls' ability to develop a vision of their "present and future selves" (McCracken and Appleby, 1992; Ramsey and Lopez, 1989). Most importantly, we can see that different socialization roles for boys and girls occur without exception in the family and community attitudes and behaviors that are brought to the classroom by the children. That this occurs within bilingual, multicultural contexts is unfortunate and undesirable, given the goals of multiculturalism that strive for equity for everyone in the classroom. One way to address this problem would be to add equity themes in teacher training, as the book suggests. The intent of this review is to promote this idea of the 1980s in the 1990s.

The guide seeks to accomplish two goals: (1) to introduce concepts and issues of sex equity into the schooling process in general and bilingual multicultural education in particular and (2) to relate the theory of the whole person approach both to language learning and the goals of sex equitable bilingual multicultural education. The question of how teachers can treat linguistic minority children equitably as they gain competence in English is a central one. The approach to meeting these goals is by offering, "through a review of the literature and a series of training modules, a basic introduction to sex equitable teaching approaches that are relevant to Spanish-speaking girls in bilingual communities" (Ramsey and Lopez, 1989).

Part One of the guide provides background theory and a discussion of the issues. First, there is a short article on multicultural education by Trinidad Lopez that defines multicultural education, underscoring that its underlying principles embrace, or should embrace, sensitivity to gender:

> Multicultural education is founded on the premise that curriculum focusing on students' cultural heritage both facilitates the process of valuing one's own culture and increases cross cultural understanding and tolerance. Where sex equity is concerned, multicultural education embraces the belief that gender – like ethnicity, language or religion – must be respected and seriously considered in the process of educating all children (Ramsey and Lopez, 1989).

Second, there is an article entitled "A Humanistic Approach to Language Teaching for Sex Equity" by Cynthia Ramsey that describes the *humanistic approach*, the foundation of the sex equity approach promoted in the book. This theory is based on the Curran language teaching models known as *counseling-learning* and *community language learning* that guide teaching and learning through the affective

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World Wide Web Sites on Gender Equity

The **"women of NASA"** resource was developed to encourage more young women to pursue science and math based fields. Goals include providing as role models women who have succeeded and continue to thrive in a high-tech environment. Also provides a resource where students, teachers and others can access information related to gender equity issues in education. http://quest.arc.nasa.gov/women/hpage.html

"No girls allowed" article discusses gender equity in technology and provides facts on reasons girls are often turned away from technology and describes actions that can be taken to promote girls' use of technology. Also gives teaching strategies and information on technology programs for girls. http://www.gnn.com/gnn/meta/edu/features/archive/gtech.html

Women in Mathematics (WIM) provides an electronic newsletter and home page with information and links on women in mathematics, computer science, physics and engineering. http://www.cs.umd.edu/~gibson/wim.html

Women in Sciences and Engineering offers a collection of facts, figures and articles on women in sciences. http://tweedledee.ucsb.edu/~Kris/WIS.html

Cybergrrl Webstation provides links to fun and interesting things on the Internet. http::/www.cybergrrl.com/cg.html

Women and Minorities in Science and Engineering offers links to related organizations, information sites, documents and profiles. Http://www.ai.mit.edu/people/ellens/gender/wom_and_min.html

Minorities in the Sciences provides a guide to reference sources including directories of people, government statistics and reports, biographies and curriculum materials. Http:/www.lib.lsu.edu/sci/chem/guides/srs119.html

Other On-line Resources on Gender Equity

GENED is a list where teachers, parents, researchers and others can discuss gender and education, especially in kindergarten through 12th grade. Topics may include gender issues for schools and in the kindergarten through 12th grade curriculum; gender equity; gender identity formation; gender and health; and similar topics. To subscribe, send the message "subscribe GENED" to: majordomo@acpub.duke.edu.

SYSTERS is designed for professional women in computer science. Topics vary, but include introductions, job listings, book reviews, discrimination, "what should I do?" situations, and setting up systers meetings at conferences. It is also a place to organize efforts to change or influence politics affecting women in computer science. To subscribe, fill out the web form at http://www.systers.org:80/mecca/cgi-bin/new-req.tcl or send an E-mail message to: systers-admin@systers.org with "subscribe" on the subject line.

SYSTERS-STUDENTS is a student-oriented version of the SYSTERS list (see above). It is for female graduate and undergraduate students in computer science. To subscribe, send a brief introduction to systers-students-request@maria.wustl.edu explaining why you would like to join (or asking for more information).

WAM exists to help members of Women and Mathematics keep in touch and share information. To subscribe, send the message "subscribe WAM" to: majordomo @mystery.com.

WISENET is a list for women in science, mathematics and engineering. Send subscription messages to listserv@uicvm (Bitnet) or listserve@uicvm.uic.edu (Internet).

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domain and nurture situations involving the need for security, understanding, confidence and independence (1972). Curran's models seek to give the learner the ability to take a stand through committed choices. According to Curran, taking a stand implies deciding to invest in something that involves one's own person, as in the definition of its derivative word, *status*. In humanistic terms, one's status as a person is the same as what one stands for. The implication is that no one can stand for you, although someone can understand you. This process is mediated through communication in which a type of sympathetic response to the speaker's inner world is practiced. Since sex-role behavior is part of every culture, the same search for understanding applies to values attached to feminine and masculine behavior.

Another short article, "Feminism in a Cultural Context: *La Chicana*" by Jennie V. Chavez Montoya provides a rationale for sex equity in education from the point of view of Hispanic female issues. The author points out that each word in "Chicana Feminist" emphasizes freedom of opportunity for the individual and asserts that multicultural education must assume responsibility to include gender consciousness in the curriculum just as it does cultural consciousness (Ramsey and Lopez, 1989).

Part Two of the book includes teacher training activities for the two workshops that comprise the guide. The activities follow a consistent format including title, description, objectives, materials required and detailed instructions for presenting the activity. Included with each activity are examples of handouts that will aid in providing the training.

The first workshop proceeds from basic concepts related specifically to sex equity to a general analysis of culture that deals with sex roles as part of cultural behavior. The workshop's first three activities introduce the teacher training model to participants in order to give them an idea of the scope of the entire training experience. Then there is an overview of the basic concepts that apply to bilingual multicultural education. This prepares the teachers for a commercial slide-tape presentation (which must be obtained from the publisher or from a source library). This presentation, *Images of Females and Males in Elementary Schools and Textbooks*, provides statistical evidence of sex bias

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regarding minority females. The fourth activity specifically centers on an analysis of stereotyping in bilingual/ESL materials. Other activities aim at developing skills relevant to understanding what goes on in the classroom that relates to cultural behavior, including sex-role behavior, that is viewed as culturally determined.

Workshop Two comprises four activities that present teaching methods, approaches and activities for ESL. There is an introductory activity presenting criteria for evaluating whole-learner materials, which then serves as a basis for an art activity, an activity based on oral history, and supplementary language arts games. A final activity involves materials development. It is designed to synthesize the learning that has taken place in the second workshop. Teachers apply whole-learner criteria as they develop a lesson plan and activities that combine language arts objectives with sex equity objectives.

The notion of sex equity must be recognized given statistics and personal knowledge about Hispanic girls' motivational aspirations and their lack of participation in academics, particularly in the hard sciences and mathematics.

An IDRA project, *Engineering, Science and Math Increases Job Aspirations* (ES-MIJA), increases the opportunities of Hispanic sixth-grade girls by increasing their awareness of science- and math-related careers and by encouraging their enrollment in advanced mathematics courses with an introduction to engineering. Through this project, IDRA has documented the following facts about the lack of opportunity for women and young Hispanic girls and its impact on later life that make the need for sensitivity to this group a crucial one:

- Even though boys and girls show little difference in ability and interest in math during the early years, these differences become more apparent in early adolescence.
- Traditionally, few women and girls choose careers in science and math.
- Evidence shows that females are often discouraged from enrolling in advanced math, science and technical fields by educators, such as teachers and counselors.
- Gender differences in mathematics performance are in large part accumulated effects of sex role stereotypes in family, school and society.
- Young girls are at risk of dropping out of school when their differences are not acknowledged or addressed by the public school system, and trends for Hispanics show that they *are* dropping out. 1992 data show that 33 percent to 50 percent of Hispanic students are dropping out, which is twice as many as Anglo students (De Luna, 1994).

These facts and observations have lead to the following conclusion: Young girls will lose out on future careers in mathematics and other areas as long as stereotypes about their interests and abilities persist.

Use of the *ESL: The Whole Person Approach* background readings and workshop modules by teacher trainers would greatly increase chances that equity efforts in schools that serve LEP students will become more comprehensive and thus more meaningful for both male and female Hispanic children.

Resources

Cleary, Linda Miller. "'I Think I Know What My Teachers Want Now': Gender and Writing Motivation."*English Journal*, Vol. 85, Number 1, January 1996.

Curran, C.A. *Counseling-Learning: A Whole Person Model for Education* (New York: Grune and Stratton, 1972).

De Luna, Anna. "Invisible Girls: The Other Half of America's Dropout Problem," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, October 1994).

McCracken, Nancy Mellin and Bruce C. Appleby. *Gender Issues in the Teaching of English* (Portsmouth, New Hampshire: Boyton/Cook Publishers, Inc., 1992).

Melville, M. (editor). *Twice a Minority: Mexican American Women* (St. Louis: Mosby, 1980).

Ramsey, Cynthia and Trinidad Lopez (editors). *ESL: The Whole Person Approach* (Albuquerque, New Mexico: National Institute for Multicultural Education, 1989). Note: Copies of this book can be obtained from the Women's Educational Equity Act Program (WEEA) Publishing Center, 1-800-225-3088.

Adela Solis is a senior education associate in IDRA Division of Professional Development.

Administrator's Alert - continued from page 4

in developing policies and procedures on sexual harassment. For more information contact Bradley Scott, M.A., director of the IDRA DAC-SCC, at 210/684-8180.

Resources

McGrath, Mary Jo. *Sexual Harassment: Minimize the Risk* (Santa Barbara, California: McGrath Systems, Inc., 1993).

Penny-Velázquez, Michaela. "Preventing Sexual Harassment in Schools: A Pro-active Agenda," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, March 1995).

Phelps, Mary-Ellen (Ed.). "Student Harassment Claims Put Schools in the Middle," *School Law News* (1996) Vol. 23, No. 1, pp.7-8.

Thompson Publishing Group. *Educator's Guide to Controlling Sexual Harassment* (Thompson Publishing Group, 1996) Vol. 3, No. 4, pp. 1-2.

Bradley Scott, M.A., is the director of IDRA's Desegregation Assistance Center – South Central Collaborative.

Hijas del Quinto Sol
Redefining Feminine Roles through Children's Literature

IDRA education associates Dr. Chris Green and Ms. Juanita C. García have developed the workshop, "*Hijas del Quinto Sol*: Redefining Feminine Roles through Children's Literature," and are introducing it at the National Association of Bilingual Education (NABE) annual conference in Orlando, Florida, this month. The workshop explores high quality, gender sensitive children's literature, identifies male and female characters who present positive role models for children, and presents reading, writing and art activities that broaden gender role expectations.

Gender roles in our society have generally been defined through stereotypical views of female and male roles learned in childhood. Changing roles have received little attention in children's literature until the last decade, but now many exciting children's books portray interesting, strong characters who are female as well as male. Teachers can use these wonderful books to help their students overcome preconceived ideas and become the best they can be.

In this workshop, participants identify the characteristics of positive role models in literature and explore literature extension activities that will enrich their students' expectations of themselves. The presentation includes lecturettes and interactive cooperative groups. For more information about this workshop and other IDRA training opportunities, contact Rogelio López del Bosque at 210/684-8180.

REFLECTIONS

La Niña de los Chocolates

Camina con sus sandalias
por la calzada una niñita.
Su cabellera es larga y negra
que se vuelve azul marino
de tanto brillo.

Lleva puesto un vestido verde
con siete flores en su pechera
y con su mano sostiene
una cajita de chocolates.

Sólo tiene seis años
y sueña con ir a la escuela
pero tiene que vender chocolates
y cuidar de sus hermanos.

Con sus hermanitos
y sus muñequitos, en el futuro,
hará un equipo de fútbol
pero antes irá por la calzada
con sus sandalias
vendiendo chocolates.

The Little Girl with Chocolates

A little girl in sandals
is walking on the avenue.
Her hair, so long and black,
shines and turns deep sea-blue.

She wears a green dress
with seven flowers
printed on the front
and carries a box of chocolates.

At six years old
school is her only dream
but she must sell her chocolates
and care for her brothers and sisters.

Someday she will play soccer on a team
with her brothers, sisters and dolls.
But for now she is selling chocolates
walking in sandals on the avenue.

by Hugo García González

Reprinted from The Tree is Older than You Are: *Naomi Shihab Nye (New York, N.Y.: Simon & Schuster Books for Young Readers, 1995).*
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COMING IN MAY!

THE SIXTH ANNUAL COCA-COLA VALUED YOUTH NATIONAL TRAINING SEMINAR AND VALUED YOUTH CONFERENCE

Whether you are already involved in this successful cross-age tutoring program or are simply interested in how it might be implemented in your school, here's your chance to get involved. Make plans ***now*** to attend the Sixth Annual Coca-Cola Valued Youth National Training Seminar!

May 16-17, 1996
Our Lady of the Lake University
San Antonio, Texas

Special events and presentations include:

- **Panels and individual speakers** will detail the program components and explain how tutoring can help students in at-risk situations stay in school. Valued Youth tutors from a number of campuses will display their work and be available to answer questions.
- **A student panel** will give every participant a chance to hear from the students about what makes the program work for them. Valued Youth **parents** will also be on hand to share their experiences with the program.
- **School site visits** are planned to provide participants the unique opportunity of seeing some of San Antonio's Valued Youth tutors in action.
- **Concurrent sessions** with the IDRA site coordinators will provide additional program review and planning time for current program participants.
- **A gala luncheon** in honor of our participating Valued Youth tutors and parents will cap off the seminar with a very special guest speaker.

For more information contact Linda Cantu or Lena Guerra at: 210/684-8180, fax 210/684-5389.

Alice Dickerson Montemayor's Feminist Challenge to LULAC in the 1930s

Dr. Cynthia E. Orozco

The history of Mexican-origin women in voluntary organizations is a history largely untold. Women historians have studied women's organizations (where most women have historically organized) but have given little attention to those composed of both women and men and those composed of Mexican-origin women.

Chicano studies scholars have rarely addressed women in organizations. In particular, historians of Chicanos have yet to fully study women's participation in the League of United Latin American Citizens (LULAC). LULAC is the oldest Mexican American civil rights organization in the United States. Founded in 1929 in Corpus Christi, Texas, by Mexican American men, the league quickly evolved into a state-wide and then a national organization.

LULAC can be compared to the National Association for the Advancement of Colored People (NAACP). It is a middle-class organization that has diligently protected the civil rights of Mexican-descent people in the United States. In the 1930s, LULAC men filed the first class action lawsuit against segregated public schools. They were also responsible for changing the classification of la Raza from "Mexican" to "White" in the 1940 U.S. census. LULAC also moved the Federal Employment Practices Commission (the first federal civil rights agency) to protect la Raza from employment discrimination. At the local level, LULAC desegregated schools, pools, theaters, housing and real estate.

In 1933, LULAC extended full membership privileges to women through gender segregated chapters (or councils) called "Ladies LULAC," and women typically organized only with women until the 1960s. Ladies LULAC became particularly important in Texas and New Mexico. The first ladies council formed in 1933 in Alice, Texas, and in 1934 LULAC created the office of Ladies Organizer General (LOG) to organize women's chapters. By 1940, these chapters numbered 26 while men's totaled 100. In the 1990s, women constitute over 50 percent of LULAC's membership, and they helped elect the first female national president in 1994.

This essay will introduce LULAC feminist Alice Dickerson Montemayor who challenged LULAC ideology. Montemayor's feminism challenged the entrenched patriarchal nature of LULAC and Mexican American society in the 1930s.

Montemayor used her three [national] positions to advocate for women and youth.

Alice Dickerson Montemayor

Among the ranks of LULAC were independent women, a few with feminist inclinations. One of the most radical women in LULAC was Alice Dickerson Montemayor who at the time of her activism in the 1930s was a wife, mother, worker, businesswoman and middle-class woman. It is equally important to characterize her as a free-thinking, assertive, independent feminist. She belonged to LULAC when patriarchal ideology was strong. Her husband was not a member of LULAC. Moreover, her ideology as well as her actions were anti-patriarchal particularly as it related to the family and the political mobilization of women.

Alice Dickerson Montemayor was a woman of many firsts. She was the first woman elected to a national office not specifically designated for women (the position of second vice-president general, the third highest post in the organization). She was also the first woman to serve as an associate editor of *LULAC News* and the first person to write a charter to sponsor a Junior LULAC (youth) chapter. She was an ardent advocate of the inclusion of youth, including girls. Moreover, she was an avid supporter of more Ladies LULAC chapters. In short, Montemayor promoted the interests of middle-class Mexican Americans, women, girls and youth during her tenure in LULAC from 1936 to around 1940.

Born on August 6, 1902 in Laredo, Texas, Alice Dickerson (known as Alicia) grew up with a Mexico Texano identity. She also claimed her indigenous and Irish heritage. Unlike most of la Raza in the early 20th century, she grew up in a bilingual home.

Montemayor's education made her an exception in the Mexican-origin community in Texas, especially for women. She graduated in 1924 and attended night school at Laredo Business College for a year. A high school education was rare for the working class and Mexican Americans in the 1920s. Those attending college were few; in 1930, 250 persons of Mexican-origin were in college, most of whom were men.

Barriers created by race and gender limited Montemayor's education despite her desire for higher education. When Laredo Junior College opened its doors in 1947, she registered for night school and attended for two years. Her role models included Marie Currie, Amelia Earhart, Carrie Nation, Frances Perkins, Eleanor Roosevelt, Helen Hayes and Irene Dunne. Her Méxicana role models went unnamed.

Laredo Ladies LULAC

Montemayor joined civic life around 1937 when her then only child, Francisco Jr., was in school. Her participation in public life paralleled many heterosexual women's traditional lifecycle which revolved around patterns of childbearing and childrearing.

In 1936, Montemayor helped charter a council in Laredo. Membership fluctuated from 17 to 34. Membership was kept small, intimate and exclusive of working class women; members had to be recommended. Most were married homemakers while others worked as secretaries for the city and county. Most had a high school education.

In the 1930s, Laredo Ladies LULAC was one of the most active councils. The chapter encouraged women to vote, held citizenship classes and encouraged women to "not be only at home" and "to have aspirations to work away from home." The educational committee assisted the mother of second-grader Roberto Moreno obtain justice for their son who had been "severely whipped" by his teacher Joyce Williams. They also sponsored benefits for the Laredo orphanage, raising $250 for flood survivors, bought school supplies for poor Mexican-origin children, sponsored a column in

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Laredo's major newspaper and published an edition of *LULAC News*. Delegates traveled to LULAC's annual national conventions out of town and sponsored Junior LULAC.

LULAC News reports indicate that Ladies LULAC largely worked independently of the Laredo men's council. *It was not an auxiliary*. In 1984, Montemayor said, "men's LULAC had nothing to do with us." On two occasions when the two councils co-sponsored events, the division of labor fell along gender lines.

Montemayor's Rise to National Prominence

Montemayor's local activism connected her to national LULAC. She was the first secretary for most of 1936-1937 and president from 1938-1939. As secretary, she reported the chapter's activities to the *LULAC News* 'column "Around the Shield," which focused on local councils. She wrote, "We have always said and we still maintain that at the back of progress and success the ladies take a leading hand."

Montemayor soon garnered national attention. She was one of two Laredo ladies' council delegates to the national 1937 Houston convention and 1938 El Paso convention. At Houston, she was the only woman on the five-member finance committee. In 1937, the nominating committee (which consisted of one delegate from each council and was overwhelmingly male) named her to a national post.

Between 1937 and 1940, Montemayor held three national positions – second national vice-president general, associate editor of *LULAC News* and director general of Junior LULAC. The position of second vice-president was not gendered; indeed, the first person to fill the position was a man, Fidencio Guerra of McAllen, Texas. But after Montemayor's tenure in 1937 and until the office was abolished in 1970, women held this post. Apparently, the position became defined by gender only after a woman held it. There is no evidence that women defined this position as their own.

Montemayor used her three positions to advocate for women and youth. As second vice-president, she promoted the establishment of more Ladies LULAC councils by writing, speaking and corresponding.

As associate editor of *LULAC News*, she advocated for women. At a Uvalde, Texas, regional convention she introduced a resolution. She sold *LULAC News* advertisements and wrote for the publication. She penned a stinging unsigned editorial titled "Son Muy Hombres(?)." Two sexist incidents moved her to do so. Montemayor wrote:

> "A statement was made to us, in writing, by one of our high officials which reflects the attitude assumed by our 'Muy Hombres.' One unidentified male LULACker wrote a national officer, 'I hope that President Ramon Longoria will get well soon. There are those of us who hate to be under a woman.'"

The second incident also involved the national office, presumably President Ramon Longoria of Harlingen. The national office ignored three letters from El Paso Ladies' LULAC seeking advice, so they withdrew from the league "rather than create trouble and friction." (The chapter later reorganized.) Montemayor concluded about the incident, "My honest opinion of those who think in that line, is that they are cowardly and unfair, ignorant and narrow minded." She appealed to the LULAC and United States constitutions. She concluded by asking any member to author an article in favor of "suppressing" ladies councils or denying them "equal rights."

Junior LULAC

The third national position held by Montemayor was the position of director general of Junior LULAC. In 1937, Mrs. Charles Ramírez of San Antonio's Ladies LULAC developed the idea for Junior LULAC and a resolution to create them. Ramírez and Mrs. Santos Herrera organized the first Junior LULAC. But Montemayor was the primary force behind the youth chapters called Junior LULAC. In August 1938, Montemayor began a series of essays to get senior councils to organize youth. Besides serving as a local sponsor, she penned several essays to foster their organization after she was no longer an associate editor or an official youth organizer. They included "Let's Organize Junior Councils," "10 Reasons Why," and "Why and How More Junior Councils." Montemayor wrote the first charter for a youth chapter. Around March 1937, Montemayor organized the second Junior council at her house, and it proved the most active chapter.

Montemayor recruited both girls and boys for Junior LULAC. She believed this necessary so "by the time they are ready to join the senior councils they will abandon the egotism and petty jealousies so common today among our ladies' and men's councils."

Her son, Francisco Montemayor, Jr., wrote, "We have heard that there is a Junior council of 'just girls,' Heck, we don't like that. We rather have a mixed group like we have in Laredo, because we feel like there is nothing like our *sisters*." He warned against a majority of girls and rallied the boys to prevent this.

Montemayor believed Junior councils

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DID YOU KNOW?

WOMEN IN THE UNITED STATES EARN AN AVERAGE OF 82% OF A MAN'S SALARY FOR THE SAME WORK.

70% OF THE WORLD'S 1.3 BILLION POOR PEOPLE ARE WOMEN.

64% OF PEOPLE IN THE WORLD WHO ARE ILLITERATE ARE WOMEN.

10% OF ALL WORLDWIDE BANK CREDIT IS GIVEN TO WOMEN.

20% OF WOMEN WHO ARE EMPLOYED WORK AS DOMESTIC EMPLOYEES.

Source: *Mujeres en Acción*, February 1996

Montemayor *- continued from page 12*

to be leadership training grounds, necessary to the formation of good citizens and future LULAC senior members. From Junior LULAC, "good Americans" who were capable public servants, skillful debaters, knowledgeable citizens and literate, independent thinkers would result. Montemayor taught the Juniors debate and acting skills every Sunday. She also took five Junior officers to the El Paso national convention.

Montemayor's Feminist Essays

Montemayor also challenged patriarchal ideology through her essays. She wrote more articles for the *LULAC News* than any other woman or girl in the history of LULAC, typically signing her name Mrs. F.I. Montemayor. She also penned several essays without signing her name.

Among youth and adults, Montemayor stressed independent thinking. She wrote, "Having the ability to think for oneself and forming an opinion of your own is a necessity in our organization."

"We Need More Ladies Councils" was her first essay. She pointed to many inactive LULAC councils and asked women to come to the rescue. "Sister LULACS," she said, "our brothers need a good big dose of competition." She noted that there were 71 men's and 15 women's chapters but only 26 and four respectively at the annual convention. She believed men engendered this competition because of allegations that they were superior to women.

But Montemayor also believed in the fundamental superiority of women. In "A Message from Our Second Vice-President General," she asked women to join the "LULAC family." Women, she believed, had intuition, "Women wish to mother men just because it is their natural instinct and because they see into the men's helplessness." Women also had common sense and were "able to see at a glance and penetrate into, in a second, what most men would not see with a searchlight or a telescope in an eternity." She added, "Women are the possessors of a super logic. They hang to the truth and work with more tenacity than our brothers." She concluded that LULAC would not flourish until women helped men.

The editorial "Son Muy Hombres (?)" appeared in March 1938. Montemayor did not doubt that machismo was prevalent in LULAC and, despite the question mark, she had faith in men's ability to change.

Another essay, "Bringing Up Baby Properly," reinforced the idea of women as caretakers. She believed it was up to "senior councils to prepare our children" but still stressed this as women's work.

Gender Politics and Conflict

Cooperation and harmony did not always characterize relations between men's and women's councils; competition and conflict existed too. The February 1937 *LULAC News* hinted at a conflict in Laredo when it mentioned the chapter "weathered a storm" of local character but did not detail the nature of the storm because it was decided that "such things happen in the best regulated families." According to Montemayor in 1984, "they [Laredo LULAC men] had no use for us…they didn't want us." And they "just hated her," especially Ezequiel Salinas of Laredo, the national president from 1939 to 1940. She said they refused to vote for her at the national conventions. Montemayor questioned whether or not it was just her the men disliked. She believed other men's

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DESEGREGATION ASSISTANCE MODULES AVAILABLE

Sex Stereotyping and Bias: Their Origin and Effects

by Reeve Love, Ph.D., and Alicia Salinas Sosa, Ph.D.

This training module is designed for trainers to assist classroom teachers in identifying sources and effects of sex stereotyping and bias in the classroom setting and in society as a whole. Use this tool to help participants become aware of the socioeconomic and psychological effects of sex-role stereotyping and of ways in which gender bias and stereotyping are manifested in the classroom setting. Participants can also review the origin and effects of gender bias and stereotyping in the media. This 57-page module comes with session outlines, a pre post test, handout and transparency masters, and visuals (ISBN 1-878550-57-8; 1995 Revised).

Avoiding Sex Bias in Counseling

by Josephine F. Garza, M.A., and Joe R. Gonzales, M.A.

This training module for trainers allows counselors the opportunity to review concepts and strategies that can be used to provide students with sex-fair guidance. Participants will become cognizant of historical perspectives on the role of women in the United States. Use this module to familiarize participants with counseling practices that reflect sex equity and with issues of sex bias in testing. This 43-page module comes with session outlines, a pre post test, and handout and transparency masters (ISBN 1-878550-58-6; 1995 Revised).

Each module is $8.50 and is available from IDRA at 5835 Callaghan Road, Suite 350, San Antonio, Texas 78228-1190; 210/684-8180; fax 210/684-5389; E-mail: cgoodman@txdirect.net.

Montemayor *- continued from page 13*

councils and LULAC men were supportive.

She indeed had the respect of men because in 1937 she participated in the Corpus Christi, Texas, ceremony honoring the deceased Ben Garza, LULAC's first president. In 1980, she named her allies J.C. Machuca, San Antonio attorney Alonso S. Perales, Brownsville attorney J.T. Canales, and Austin educator Dr. Carlos Castañeda. She also corresponded with San Antonio attorney Gus García. All of these supporters were atypical LULAC members, all college graduates and well-traveled men. She optimistically believed she had the support of men throughout Texas. LULAC's dismal record of gender politics, however, suggests that Laredo men's attitude was the typical male sentiment though perhaps not as blatant.

After April 1940, Montemayor's name is absent from *LULAC News*. This may be attributed to the temporary decline of LULAC, repression from macho LULACkers, and changes in Montemayor's family life. Montemayor's legacy in LULAC ended around 1940.

She left a mark. As early as June 1937, *LULAC News* wrote:

> No wonder she has been 'cussed' and discussed, talked about, lied about, lied to, boycotted and almost hung, but she claims she has stayed in there, first because she is a LULACker and next because she wanted to see what the heck would happen next.

Conclusion

LULAC's method of political mobilization, its theory of political empowerment, and its familial ideology were patriarchal. Montemayor's activism and ideology challenged male privilege. She argued that women and children be mobilized by LULAC to empower la Raza.

How did Montemayor view LULAC and her place in LULAC? She was a staunch advocate. The league, she argued, would "educate our race and make better American citizens out of every Latin American." For women, LULAC was "as much a vital organ to the Latin American women, as it is to the Latin American men."

In 1986, she still considered LULAC significant and the most important organization in which she was involved. About her role in LULAC, she reminisced, "I was a very controversial person. Many men didn't want any ladies involved in LULAC." She said, "The men just hated me…I guess men don't think women can do anything."

Alice Dickerson Montemayor introduced progressive ideas to LULAC; she had a critique of women's oppression decades before the Chicana feminist movement. She challenged the notion of women's place as the home and by example showed the diligent work women were capable of in public and political life. She questioned the myth of male superiority and argued women competent, if not superior. She identified machismo in action and fought to eradicate it through informed feminist reasoning. While Montemayor exhibited a feminist consciousness, she also embodied a female consciousness in her concern for children and family.

By example, Montemayor disproves assumptions about women in LULAC, about wives and about members of Ladies LULAC councils. Nevertheless, she was an anomaly in the history of LULAC in Texas and the United States, and no other feminist in the league has proven as controversial with perhaps the exception of fiery ex-Texas state director Rosa Rosales. In Rosa Rosales lives the spirit of Alice Dickerson Montemayor.

COMING UP!

In April, the *IDRA Newsletter* focuses on early childhood education.

Dr. Cynthia E. Orozco has a post-doctorate from the University of New Mexico. She is currently completing a book entitled, No Mexicans Allowed: The Rise of the Mexican American Civil Rights Movement. *This essay was excerpted with permission from the author from an article that will appear in the forthcoming book,* Writing the Range *(University of Oklahoma Press).*

Alice Dickerson Montemayor is the mother of IDRA lead trainer, Aurelio Montemayor, M.Ed.

ES-MIJA Program *- continued from page 1*

interact with role models who share a common cultural background with the Hispanic girls and the math perspectives they bring.

- Greater success in the science and mathematics classes.
- Increased knowledge and skills in science and math.
- Decreased science and math and test-taking anxiety through explicit teaching and verbalization of science and math operations, including logical reasoning.
- Greater opportunities for visiting and seeing first-hand the career opportunities associated with science and math.
- Increased teacher awareness and improved instruction.
- New linkages between parents and schools.

These results are already revealing themselves as they have in earlier years. Through role modeling, meaningful direct instruction, participation in math and science conferences and visits to places where men and women use mathematics as part of their daily activities, girls begin to redefine their relationships with mathematics and science (De Luna and Montes, 1995).

After one ES-MIJA field trip, participants were asked: What insights did you get about college and/or math related careers? The girls answered:

"That math is important in any career."

"I learned that chemistry is not only work but it can be fun. I learned about dry ice, and what carbon dioxide can do to you."

"I learned about what it takes to be a chemist."

"I learned that a girl could be an engineer."

Resources:

De Luna, Anna and Felix Montes. "MIJA Girls Getting Excited About Math: Assessing the Outcomes of the MIJA Program," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, February 1995).

Sadker, David and Myra Sadker. *Failing at Fairness: How America's Schools Cheat Girls* (New York: Charles Scribners Sons, 1994).

Aurora Yáñez-Pérez is a research assistant in the IDRA Division of Research and Evaluation.

The Third Annual IDRA *La Semana del Niño*
The Week of the Young Child

Educators' Institute to be Held April 22-23, 1996

The Third Annual IDRA *La Semana del Niño* Institute, planned for April 22-23 in San Antonio, Texas, will bring together educators and administrators to celebrate the International Week of the Young Child through special sessions on bilingual early childhood education methods and practices. Visit and share ideas with other teachers. Take home a notebook full of ideas for your classroom. Join in site visits to various early childhood programs. All personnel involved in bilingual early childhood are encouraged to attend and enjoy San Antonio during Fiesta week!

The theme of this year's institute is *Nurturing Leaders for the 21st Century*. IDRA knows that preparing for the 21st century means restructuring schools to help *all* children to be ready to succeed, excel and face the challenges of the next century. During this conference, IDRA will continue its tradition of bringing you quality professional development through nationally-known speakers and topics including:

- Playscapes and playgrounds
- Reclaiming schools – empowering parents to create successful schools
- Protocols of volunteering
- Implementation of linguistic diversity in early childhood environments
- Creative financing

Here's What You'll Learn

Developmentally Appropriate Practices

- Assessment
- Hands-on equity-based science
- Multi-age grouping
- Use of technology in the classroom
- Bilingual education
- Playtime and playgrounds

Parental Involvement

- Volunteering
- Children's right to quality education
- Empowering parents

Restructuring

- Financing support for early childhood
- Use of facilities to nurture very young students
- Diversity

Registration

Registrations for the Third Annual IDRA *La Semana del Niño* Institute will be accepted through April 15, 1996. The fee per participant is $60. Complete the form below and send with a check or purchase order to the address below. For further information about the institute or IDRA's involvement in early childhood education, contact Hilaria Bauer at 210/684-8180.

Accommodations

The institute will be held at the Airport Hilton on Loop 410 in San Antonio, Texas. A special room rate has been established for participants. For more information and to make reservations, call the Airport Hilton at 800-445-8667. Be sure to identify yourself as part of The Third Annual IDRA *La Semana del Niño* Institute. The hotel reservation deadline for the reduced rate is April 5. (Sorry, IDRA cannot make hotel reservations; all arrangements are the responsibility of the individual participant.)

Institute Sponsors

The Intercultural Development Research Association (IDRA) and the National Latino Children's Agenda are pleased to bring you the Third Annual IDRA *La Semana del Niño* Institute. Supporting IDRA projects include the *Desegregation Assistance Center - South Central Collaborative*, the *STAR Center and* the *Multi-age Early Childhood Education for LEP Students* research project. Each of these IDRA projects provides specialized training and technical assistance to Texas public schools. Information on how your campus can use these resources to improve instruction and assessment will be available at the institute or may be obtained by calling IDRA at 210/684-8180.

Registration Form

❑ **Yes, I will attend the Third Annual IDRA *La Semana del Niño* Institute** on April 22-23, 1996, in San Antonio, Texas. I have enclosed a $60 check or purchase order per participant.

❑ No, I cannot attend the Third Annual IDRA *La Semana del Niño* Institute. **Please contact me with more information** about IDRA's early childhood education training and technical assistance services.

Name _____

Organization _____

Address _____ **Zip** _____

Telephone _____

Fax Number _____

❑ Yes, I would like to visit a school site on Tuesday.

❑ No, I do not want to visit a school site on Tuesday.

To register: Complete this form and send with check or purchase order ($60 per participant) to the Third Annual IDRA *La Semana del Niño* Institute, Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, Texas 78228. Fax 210/684-5389. For more information, contact Hilaria Bauer at IDRA (210/684-8180).

HIGHLIGHTS OF RECENT IDRA ACTIVITIES

In January, IDRA worked with **5,604** teachers, administrators and parents through **62** training and technical assistance activities and **62** program sites in **six** states. Topics included:

- Mobilization for Equity - Parental Involvement Planning
- Portfolio Assessment
- Project STRIKE (Reading)
- School-wide Programs
- WOCAM (World Class Achievement in Math)
- Young Scientists Acquiring English (YSAE) Implementation

Participating agencies and school districts include:

- Big Bend Education Consortium
- Brownsville ISD
- Dallas ISD
- Edgewood ISD, San Antonio
- Edinburg ISD
- Midland ISD
- New Orleans Public Schools
- Rio Grande City CISD

IDRA staff provides services to:

- public school teachers
- parents
- administrators
- other decision-makers in public education

Services include:

- training and technical assistance
- evaluation
- serving as expert witnesses in policy settings and court cases
- publishing research and professional papers, books, videos and curricula.

For information on IDRA services for your school district or other group, contact IDRA at 210/684-8180.

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IDRA

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